**K-5 Math Lesson Plan**

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| **Teacher: Mitchell**  **Sanderford** | | | **Grade: 5th** | | | **Date(s)**: prior to Task 2 |
| **Unit Title: Unit 1**  Understanding the Decimal Place Value System | | | | **Corresponding Unit Task: prior to Task 2** | | |
| **Essential Question(s):**  **How do I read, write, and represent decimals to the thousandths in base ten form, number name form, and expanded form?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Chart paper, real estate books, copies of tables**  **Sticky notes** | | **Student:**  **Paper, pencil, journal** | | | **Thousands, hundreds tens, ones, tenths, hundredths, thousandths, base ten form, number names form, expanded form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 5. NBT 3a Read and write decimals numbers to thousandths using base –ten, number name, expanded form.** | | | | | |
| **I Can Statement(s):**  **I can read decimals to the thousandths using base-ten numerals, number names, and expanded form.**  **I can write decimals to the thousandths using base-ten numerals, number names, and expanded form.**  **I can use base-ten numerals to form decimals to the thousandths.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  In groups students will be given a real estate magazine. Students will choose a house and then they take the price of the house and demonstrate the value in various ways. Students should be able to write the number in base-ten form, number names, and expanded form. | | | | | |
| **Teacher Directed:**  Teacher will write 491.562 on a piece of chart paper. Teacher will have students to identify the value of each digit.   * Explain to the students that 491.562 is called the **Base-ten form** * Four hundred ninety-one and five hundred sixty-two thousandths – **Word names** * 4\* 100 + 9 \* 10 + 1 \* 1 + 5 \* 1/10 + 6 \* 1/100 + 2 \* 1/1000 – **Expanded form** | | | | | |
| **Guided Practice:**  **In their journals students will create a chart using the following numbers; 307.362, 22.005, 735.420. Students will complete the chart showing the numbers in the various forms.** | | | | | |
| **Independent Practice:**  **Students will use the real estate magazines and choose 5 houses. Students will be asked to change the last comma to a decimal-for example, if a house is $189,999, students will change the number to $189.999 before placing it in their table. They will take the value of the houses and show each number in the various ways on a table created by the teacher.**   |  |  |  |  | | --- | --- | --- | --- | | **Your Number** | **Base 10 Form** | **Word Names** | **Expanded Form** | |  |  |  |  | |  |  |  |  | | | | | | |
| **Closing/Summarizing Strategy: Ticket out the door.**  **On a sticky note students will write 745.326 in expanded form.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Students will work on computer program practicing place value concepts | | | \*deal 6 playing cards (minus face cards) to each student. Give each student a set of place value names. Student creates a number with the playing cards and labels with the place value names.  \*Student will practice reading their number out loud  \* Create a number using the expanded form dice and then write it in Standard form. | | | \*Matching game: pictorial representations of numbers with the appropriate place value word |
| **Assessment(s):**  Ticket out the door. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |